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ABSTRACT

This document provides information about an undergraduate course that introduces college students to major social, economic, and political influences that have affected the demographic structure of the nation's population over the last four decades. The course permits students, working in small teams, to investigate the ways in which changes in race relations, family living arrangements, the status of women, and the nation's industrial structure affect particular birth cohorts, population subgroups, and geographical areas. In addition to a description of the course, the document also provides illustrative examinations, team assignments, class discussion questions, and additional exercises. Lists of data sets, which students use in computerized census tabulations, also are included. (DB)

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William H. Frey

Investigating Social and Demographic Change in America: An Introductory Social Demography Course

Overview and Data Sets

No. 92-251

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Research Reports

SO 023 128

Population Studies Center
University of Michigan

William H. Frey

Investigating Social and Demographic Change in America: An Introductory Social Demography Course

Overview and Data Sets

No. 92-251

Research Report
August 1992

William H. Frey is Research Scientist and Associate Director for Training at the Population Studies Center, the University of Michigan, Ann Arbor, Michigan.

This course and computer materials were developed by William H. Frey at the University of Michigan with funding from the University's Undergraduate Initiatives Fund and the Alfred P. Sloan Foundation. Requests regarding software and data availability should be directed to Professor Frey.

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I. COURSE OVERVIEW

A. *COURSE DESCRIPTION*

INVESTIGATING SOCIAL AND DEMOGRAPHIC CHANGE IN AMERICA

A Course Development Project supported by
The University of Michigan Undergraduate Initiative Fund
and the Alfred P. Sloan Foundation

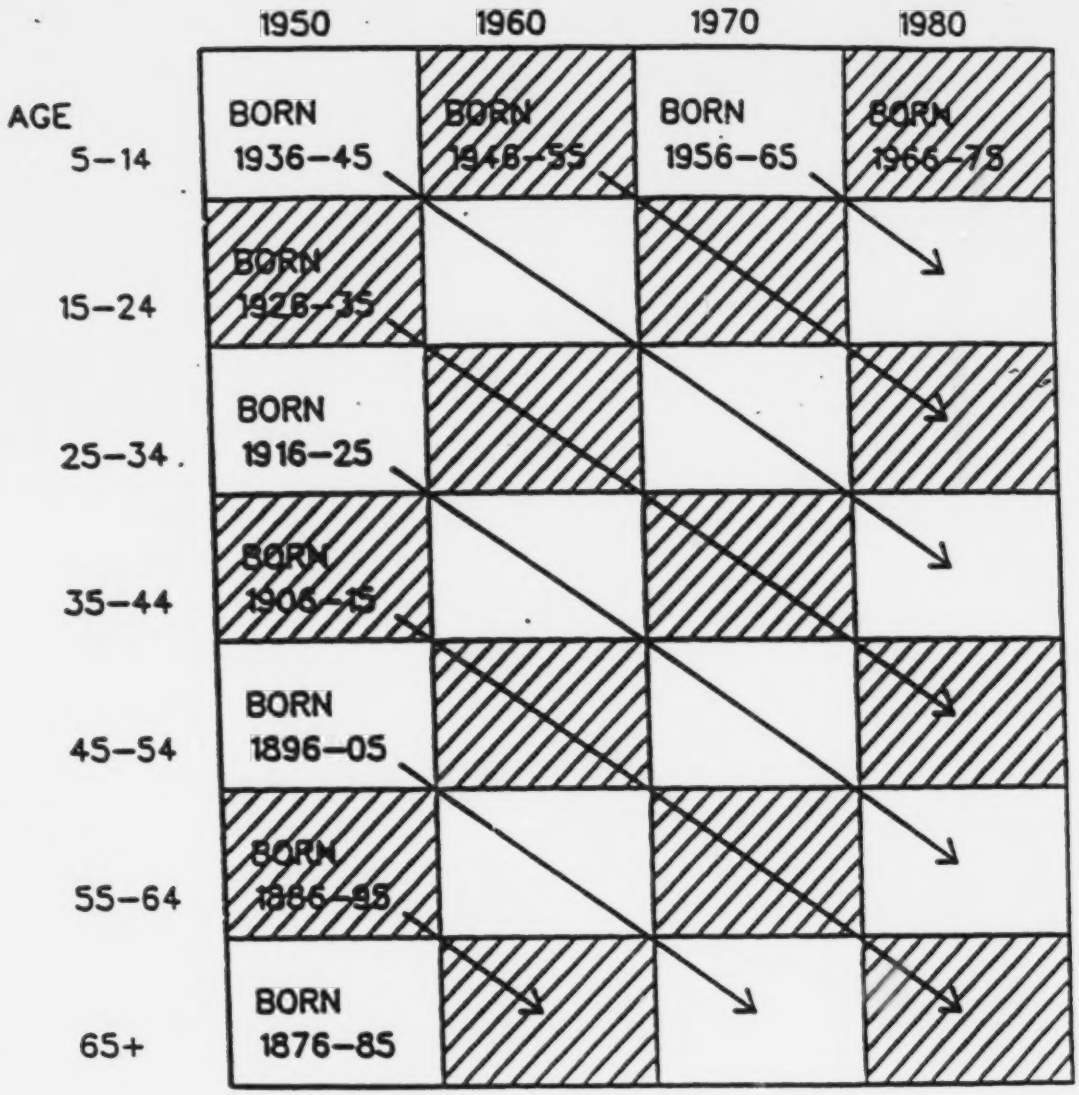
This project develops an undergraduate course which introduces college students to major social, economic, and political influences that have affected the demographic structure of the national population over the past four decades. The course permits students, working in small teams, to investigate the ways in which changes in race relations, family living arrangements, the status of women, and the nation's industrial structure affect particular birth cohorts, population subgroups, and geographic areas. This investigation employs computerized census tabulations, constructed by William Frey at the University of Michigan, and Chipendale -- a "user-friendly" program tailored for their analysis on the Apple Macintosh or IBM PC computers.

Course Content

The specific content of the course introduces students to major social, economic, and political influences that have affected the nation's demographic structure since the end of World War II. Concurrently through small group computer investigations, students see the specific ways these changes become introduced, using the cohort progression framework.

The classroom portion of the course is structured around the following topics:

- Racial Inequality
- Income Inequality
- Marriage and Divorce
- Households and Poverty
- Male-Female Earnings
- Industrial Structure



THE AGING OF BIRTH COHORTS OVER TIME

In the first two weeks, students are introduced to the cohort progression model of demographic change (illustrated in Figure). This provides them with an understanding of how past fertility and immigration patterns continue to affect the different cohorts' sizes as they age over time and why broad societal changes that occur over a given period affect cohorts' attitudes and behaviors in different ways.

The remaining topics of the course introduce students to the major explanations that social scientists have proposed to account for changes in race relations, family living arrangements, size of the poverty population, as well as for the other topics listed above. Although these readings emphasize significant period influences on these changes, students are encouraged to think about the impact these influences have on cohort-initiated changes.

Lectures, readings, and classroom discussions are based, to a large extent, on a newly released series of census monographs that is being published by the Russell Sage Foundation; on selected topical articles that are distributed by the Population Reference Bureau; and on volumes from the Harvard Social Trends in the United States series. (Course readings are attached on pp. 5-6). Each of these series is current, empirically based, and appropriate for beginning-level undergraduates. Students are also encouraged to examine the treatment of demographic trends in current periodicals and magazines. They are also assigned some readings from American Demographics, a popular periodical among business demographers.

Student Team Investigations

While classroom lectures and discussions point up important period explanations for society-wide demographic changes, student "teams" investigate how these changes become adopted and transmitted across birth cohorts and population subgroups. For this part of the course, the class is divided into three- or four-member teams where each team will be responsible for making a particular subgroup comparison. When a new aspect of social change is introduced into the course (for example, the changing nature of racial inequality), each student team investigates how this change affects the subgroup it has been assigned to compare.

The student team comparisons are linked to the cohort progression model. On the topic of changing racial inequality, for example, one team will compare differential impact that the 1960s civil rights legislation had on the inequalities experienced by the early baby boom cohorts (those born between 1946-55) and by the cohorts immediately preceding them (those born between 1936-45). This team will find that the former cohort was able to take far greater advantage of the increased access to schooling, housing, and related opportunities than their older counterparts. By 1980, the black-white status gap, on a variety of measures, has become more significantly reduced among 25-34 year olds than among 35-44 year olds. Other teams will be assigned different cohorts and age groups to compare. (An illustrative assignment appears on p. 9.) These team comparisons are written up and

reported on in class, so that the entire class gains an understanding of how each societal change is transmitted across the nation's demographic structure. The team reports do not just interpret statistics. They are expected to assess broader implications of these demographic changes, drawing from class discussions and the reference volumes that are made available for the course.

The statistical comparisons undertaken in these reports employ specially prepared census table computer files constructed by the Project Director and a computer programmer from larger 1950, 1960, 1970, and 1980 census PUMS microfiles available at the Population Studies Center and the ICPSR. Tables are prepared so that they can be accessed by the Chipendale computer program (developed by Jim Davis and True Basic, Inc.) on the Apple Macintosh computer. (A sample data file is shown on p. 10.) One common aspect to all of the tables available to the students is the inclusion of basic dimensions of the cohort progression model.

Impact on Student Development

This course is expected to contribute to the undergraduate experience and later professional development in several ways. First, it will provide students with a frame of reference for understanding the ways in which a variety of societal changes -- that they will consider in their later reading and in upper-level courses -- become adopted and transmitted through the demographic structure. The cohort progression perspective has been shown to be a useful one in evaluating changes in consumer patterns, political attitudes, public service requirements, and a host of other phenomena. Through their considered examination of this perspective across major social and demographic strata, the graduates of this course will adopt a new framework for evaluating social change, as well as a strong substantive familiarity with the major racial, social, and economic dimensions of the nation's demographic structure.

Finally, for some students this course should contribute to career development beyond the undergraduate experience. The increasingly widespread usage of the term "demographics" by business leaders and policy makers reflects the importance that is becoming attached to the ability to assess, interpret, and make decisions on the basis of demographic patterns. While a primary motivation for developing the course, "Investigating Social and Demographic Change in America," is to introduce this particular perspective toward social change into the undergraduate curriculum, the course should also serve to stimulate some students to enter demographic-related specialties beyond graduation. Specializations in demography are available in a variety of fields and professions (i.e., market research, government planning, policy analysis, journalism). In offering this type of course, the instructor is able to act as an advisor to those students who develop an interest in specializing in some aspect of social demography as a career.

COURSE READINGS

A. The Structure of Demographic Change

1. Introduction

Robert E. Kennedy, Jr. Life Choices: Applying Sociology New York: Holt, Reinhardt and Winston, 1986, pp. 18-30.

2. The baby boom cohorts

Louise B. Russell. The Baby Boom Generation and the Economy Washington, DC: The Brookings Institution, 1982, pp. 1-20.

Landon Y. Jones. Great Expectations: America and the Baby Boom Generation New York: Coward, McCann and Geoghegan, 1980.

3. Effects of cohort size

Kennedy, 1986, pp. 124-138.

Ben Wattenberg. "Shrinking Birth Rate Leaves Fewer People to Pick Up Tab." (Newspaper article)

4. Effects of cohort history

Cheryl Russell. 100 Predictions for the Baby Boom: The Next 50 Years New York: Plenum Press, 1987, pp. 27-50.

Jones, 1980, pp. 79-103.

"Yuppies and American Electoral Politics," LSA Fall 1987 (The University of Michigan) pp. 12-13.

B. Changes in Racial Inequality

Reynolds Farley. Blacks and Whites: Narrowing the Gap? Cambridge, MA: Harvard University Press, 1984, pp. 1-55.

C. Changes in Income Inequality

Frank Levy. Dollars and Dreams: The Changing American Income Distribution New York: Russell Sage Foundation, 1987, pp. 12-22, 45-73, 120-150.

Jones, 1980, pp. 151-162.

D. Marriage and Divorce

Andrew J. Cherlin. Marriage, Divorce, Remarriage Cambridge, MA: Harvard University Press, 1981, pp. 6-68.

Suzanne M. Bianchi and Daphne Spain. American Women in Transition New York: Russell Sage Foundation, 1986, pp. 45-83.

E. Household Structure and Poverty

Bianchi and Spain, 1986, "Living Arrangements," pp. 84-110.

Farley, 1984, Chapter 5, pp. 130-171.

William P. O'Hare, "Poverty in America: Trends and New Patterns," Population Bulletin, June 1985, pp. 2-20.

F. Male-Female Employment and Earnings

Sara E. Rix. The American Woman 1987-88: A Report In Depth New York: Norton and Co., Inc., 1987, "Women in Twentieth Century America: An Overview," pp. 32-66.

Bianchi and Spain, 1986, "Labor Force Participation and Occupation Composition," and "Earnings," pp. 139-198.

G. Industrial Structure

William B. Johnston. Workforce 2000: Work and Workers for the 21st Century Indianapolis: Hudson Institute, 1987, "Work and Workers in the Year 2000," pp. 75-103.

Levy, 1987, Chapter 5, pp. 74-100.

B. ILLUSTRATIVE EXAMINATIONS

MIDTERM EXAM

Answer each question in the space allotted on the attached sheets. Remember to write your name on the first sheet.

1. Compare the relative sizes (not actual numbers) of the following cohorts: the depression cohorts, the baby boom cohorts, the baby bust cohorts. What underlying historical causes explain the differences in the relative sizes of these cohorts?

2. We have said that the aging of cohorts over time affects changes in the population's age structure and changes in age-related behavior. Taking this perspective, discuss: (a) How the elderly population (age 65 and over) will change over the next 25 years and why? (b) How crime rates will change over the next 25 years and why? Discuss two other ways (of your own choosing) that the population age structure or age-related behavior will change over the next 25 years, (c) and (d).

3. Discuss the importance of the Civil Rights movement and other developments toward improving the social status of the nation's black population since World War II. During which years and for which cohorts was improvement greatest? On which status measures have black-white inequalities become most reduced? least reduced? Why?

4. Discuss postwar trends in (a) income inequality and (b) income levels. What developments have influenced these trends? How have the baby boom cohorts been affected by these trends?

5. We have said that because of their unique historical experiences, different cohorts develop different values, political orientations, and expectations toward the future. Contrast the three cohorts: (1) depression cohorts, (2) early baby boom cohorts, and (3) baby bust cohorts with respect to their: (a) attitudes toward traditional families, (b) liberalism or conservatism on social issues, (c) liberalism or conservatism on political issues (such as government spending), and (d) their own financial expectations. Why does each cohort hold the view it does? (You may use the whole page for your answer to this question.)

Have a nice break!

FINAL EXAM

Begin each answer in the space allotted on the attached sheets. (You may continue on the reverse side, or on additional sheets if necessary.) Remember to write your name on the first sheet.

1. How does Easterlin explain the different marriage and divorce experiences of: (a) the baby boom cohorts? and (b) the parents of the baby boom cohorts? What does his theory predict for the marriage and divorce experiences of the baby-bust cohorts? Discuss an alternative explanation (to Easterlin's) that also successfully explains the marriage and divorce experiences of (a) and (b), but predicts different experiences (from Easterlin's) for the baby-bust cohorts?

2. How is "poverty" defined in government statistics? Discuss, separately, the trends in black and white poverty since 1960? To what extent are black poverty levels linked to family structure? Do you think that the U.S. welfare system affects this link? Why or Why not?

3. What historical or economic influences affected women's labor force participation in the 1940s, 1950s, 1960s, and 1970s? How have the labor force experiences of baby boom women differed from those of their mothers?

4. Many commentators have suggested that the nation's industrial transformation from goods-producing to service-producing industries is "bad" for the economy. They argue that that transformation is responsible for the mid-1970s recession, and for the declining middle class. How does Levy respond to these arguments? Do you agree or disagree? Why?

5. Pretend you are a social forecaster and that you are asked to predict the future marital, childbearing and labor force experiences of black and white women born in the 1980s? On the basis of approaches that we have taken in this course, what would you predict? (Discuss blacks and whites separately.)

Have a good summer!

C. ILLUSTRATIVE TEAM ASSIGNMENT

Each team will investigate their assigned question by analyzing one or more data sets on the Chipendale disks, and by providing bar chart comparisons. The data sets, charts, and analysis strategy will be decided by the team today. The team will make a 5-10 minute class presentation next Wednesday (in our Mason Hall classroom) and use these results in a write-up, to be prepared after the spring break. For next week's presentation, each team should prepare a simple one-page outline to pass out to the class, and select their two most effective charts, to illustrate in class. The team should save all of their Chipendale printouts and all of their charts (in a Mac Folder) to use and hand in later.

Questions

TEAM 1: In Blacks and Whites: Narrowing the Gap (1984), it is argued that education is one measure on which, over the last few decades, there has been a steady convergence among the races. What evidence do you find to support or refute this view?

a. To what degree is there a convergence? Are blacks catching up to whites at all educational levels? Do the trends you observe support the optimistic view regarding the status of blacks expressed by such writers as William Wilson in The Declining Significance of Race (1978)? Or do your results indicate that further gains have to be made before such optimism is justified?

b. How does a cohort perspective add to our understanding of race differences in educational trends? Given data for several census years (1950-1980) which age group would you focus on to get the best idea of recent educational trends by race? Which cohort(s) exhibits the greatest gain in educational attainment for blacks? What historical factors do you think are responsible for this?

SUGGESTED FILE: EDUCATION

VARIABLES ON THE "EDUCATION" FILE

EDUCATION, SAMPLE PERSONS
N = 42881

Command: Marginals

year

1950	1960	1970	1980	Total
8711	9955	10941	13274	N = 42881.0
20.3	23.2	25.5	31.0	= 100.0%

race

black	nonblack	Total
4009	38872	N = 42881.0
9.3	90.7	= 100.0%

sex

male	female	Total
20366	22515	N = 42881.0
47.5	52.5	= 100.0%

age

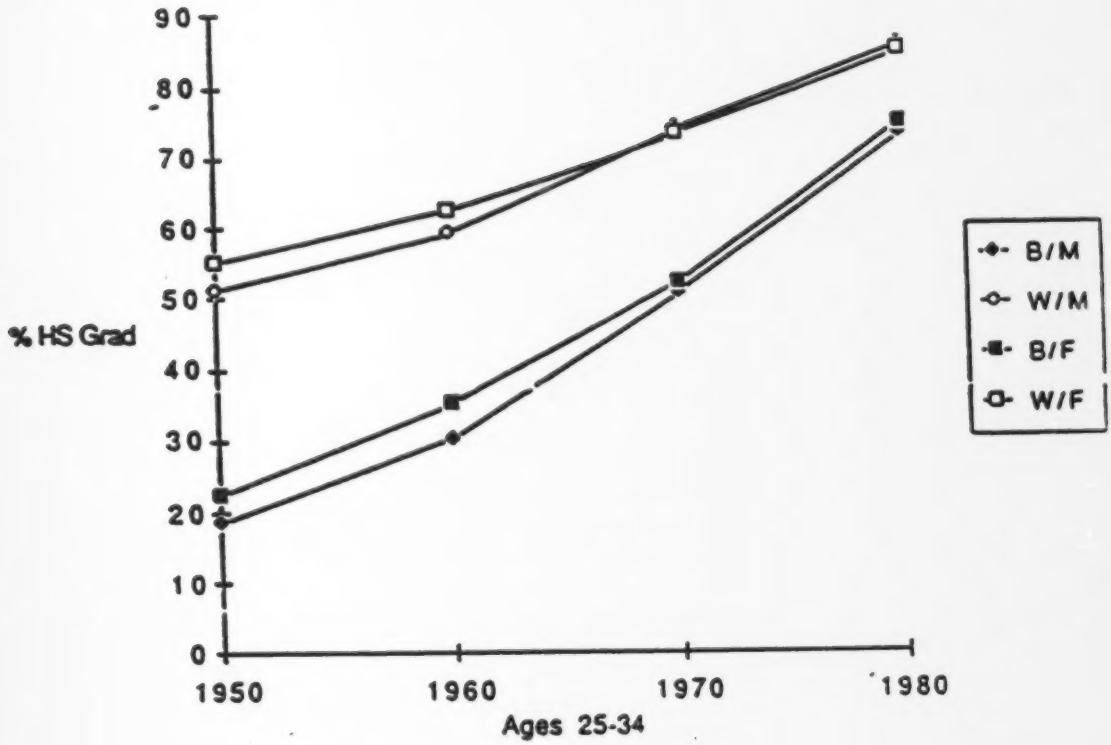
25-34	35-44	45-54	55-64	65+	Total
10825	9372	8356	6932	7396	N = 42881.0
25.2	21.9	19.5	16.2	17.2	= 100.0%

educ

0-7ye	8year	9-11y	12yea	13-15	16+ye	Total
7680	6019	7565	12233	4769	4615	N = 42881.0
17.9	14.0	17.6	28.5	11.1	10.8	= 100.0%

Command: No more

HIGH SCHOOL COMPLETION



D. CLASS DISCUSSION QUESTIONS

The class will discuss how each of the following questions can be answered, using the data files that are identified. Several possible strategies for answering each question are evaluated.

1. To what extent have American men improved their educational attainment over the period 1950-1980? For which decade(s) were improvements greatest? For which cohort(s) were improvements greatest?
   (EDUCATN)

2. To what degree has black-nonblack inequality been reduced over the 1950-1980 period with regard to educational attainment? Occupational attainment and income?
   (EDUCATN, OCCUPATN, OCCINCBM, OCCINCWM)

3. When blacks and nonblacks have equal education, do their overall employment levels become alike?
   (EMPEDWM, EMPEDBM)

4. Among nonblack male workers, does level of education affect income? Does this relationship change over time? Does this relationship change across cohorts?
   (EDINCWM)

5. Are nonblack women more likely than black women to be divorced? How has this changed over time?
   (MARITAL)

6. Divorce levels have increased, over time, among nonblack women. Which influences are greatest on this increase -- Period influences? or Cohort influences?
   (MARITAL)

II. ADDITIONAL ILLUSTRATIVE EXERCISES

CLASS AND HOMEWORK EXERCISES: DEMOGRAPHIC STRUCTURE

Note: Save all your output files both as disk files and as printouts.

CLASS EXERCISES

1. Fill in the cohort years in Diagram I. Identify location of: Baby Bust Cohorts, Late Baby Boom Cohorts, Early Baby Boom Cohorts, Late Depression Cohorts, Early Depression Cohorts, Roaring Twenties Cohorts. (Note: Some of these will only be "approximations" because the tables only identify cohorts of ten-year intervals.)

2. Using the "Populatn" file with Chip 1, write in the population totals for males and females in Diagram II. Notice the differences in cohort sizes.

3. Using the "Populatn" file with Chip 1, write in the percent female for each cell in Diagram III. Within each cohort, notice the changes in percent female as the cohort ages. Does this pattern differ across cohorts? If so, how?

HOMEWORK EXERCISES (Put written answers on separate sheet)

4. Using the "Educatn" file with Chip 1, write in the percent college graduates (with 16+ years of education) for each cell in Diagram A. Does this value change with each cohort? If so, how and why? Within each cohort, does this value change as the cohort ages?

5. Using the "Educatn" file with Chip 1, write in the percent with 0-7 years of education for each cell in Diagram B. Does this value change with each cohort? If so, how and why? Within each cohort, does this value change as the cohort ages?

6. Using the "Populatn" file with Chip 1, write in the percent black for each cell in Diagram C. Does this value change with each cohort? If so, how and why? Within each cohort, does this value change as the cohort ages?

I. COHORT YEARS

Age	1950	1960	1970	1980
5-14				
15-24				
35-44				
45-54				
55-64				
65+				
TOTAL				

II. POPULATION TOTALS

MALES

Age	1950	1960	1970	1980
5-14				
15-24				
35-44				
45-54				
55-64				
65+				
TOTAL				

FEMALES

Age	1950	1960	1970	1980
5-14				
15-24				
35-44				
45-54				
55-64				
65+				
TOTAL				

III. PERCENT FEMALE

Age	1950	1960	1970	1980
5-14				
15-24				
35-44				
45-54				
55-64				
65+				
TOTAL				

NAME _____

A. PERCENT COLLEGE GRADUATES (USE FILE: EDUCATN)

	1950	1960	1970	1980
Age 25-34				
35-44				
45-54				
55-64				
65+				
TOTAL				

B. PERCENT WITH 0-7 YEARS OF SCHOOL (USE FILE: EDUCATN)

	1950	1960	1970	1980
Age 25-34				
35-44				
45-54				
55-64				
65+				
TOTAL				

C. PERCENT BLACK (USE FILE: POPULATN)

	1950	1960	1970	1980
Age 5-14				
15-24				
35-44				
45-54				
55-64				
65+				
TOTAL				

TEAM HOMEWORK EXERCISE: COHORT DIFFERENCES

(Note: This optional exercise uses General Social Survey "Chiplib" files that are provided with the Chipendale computer program.)

This exercise will be performed in 3-person teams. Each team will decide how to divide labor between computer work, table analysis, discussion of results in class and write-up. The purpose of this exercise is to examine how cohorts differ and change in various attitudes regarding social and political issues.

Each team will evaluate two attitude items (listed below) in the same manner that we evaluated the "Permit Abortion" item in class (see page 2). Each team will select a spokesperson to discuss their results in class (should take about 5 minutes). After class discussion and reaction, another team member can write up the analysis (no more than 3 double spaced pages) to hand in along with the tables on Friday, February 5th. This exercise should not be difficult and should not consume too much of any one person's time if team members share the work.

For each of the two items your team will analyze, you should first prepare a table like Table A and determine (1) how cohorts differ with respect to the item in 1973; (2) how cohorts differ with respect to the item in 1983; and (3) how cohorts differ in their changes in attitude between 1973 and 1983. Interpret these results in light of what we know about the different histories of these cohorts.

After this, prepare a table like Table B for persons with 13+ years of schooling only and make the same kind of comparisons ((1, (2), (3)) you made in Table A. Again interpret these results in light of what you know about the histories of these cohorts.

Team Topics:

TEAM 1: Gun Control (X.30D) and Marijuana (X.63D)

TEAM 2: Premarital Sex (X.14D) and Homosexuality (X.31D)

TEAM 3: Political Party (X.11D) and Ideology (X.12D)

TEAM 4: Communism (X.25D) and Government Spending (X.29D)

TEAM 5: Presidential Elec. 1968, 1972, 1976, 1980 (X.41D-X.44.D)

TEAM 6: Church Attendance (X.22D) and Religious Preference (X.35D)

ANALYSIS OF FILE X.1D "PERMIT ABORTION"

Permit abortion (ABNOMORE). "Please tell me whether or not you think it should be possible for a pregnant woman to obtain a legal abortion if . . . she is married and does not want any more children?" (YES = should be possible, NO = should not be possible).

TABLES ANALYZE PERCENT THAT ANSWER "YES"

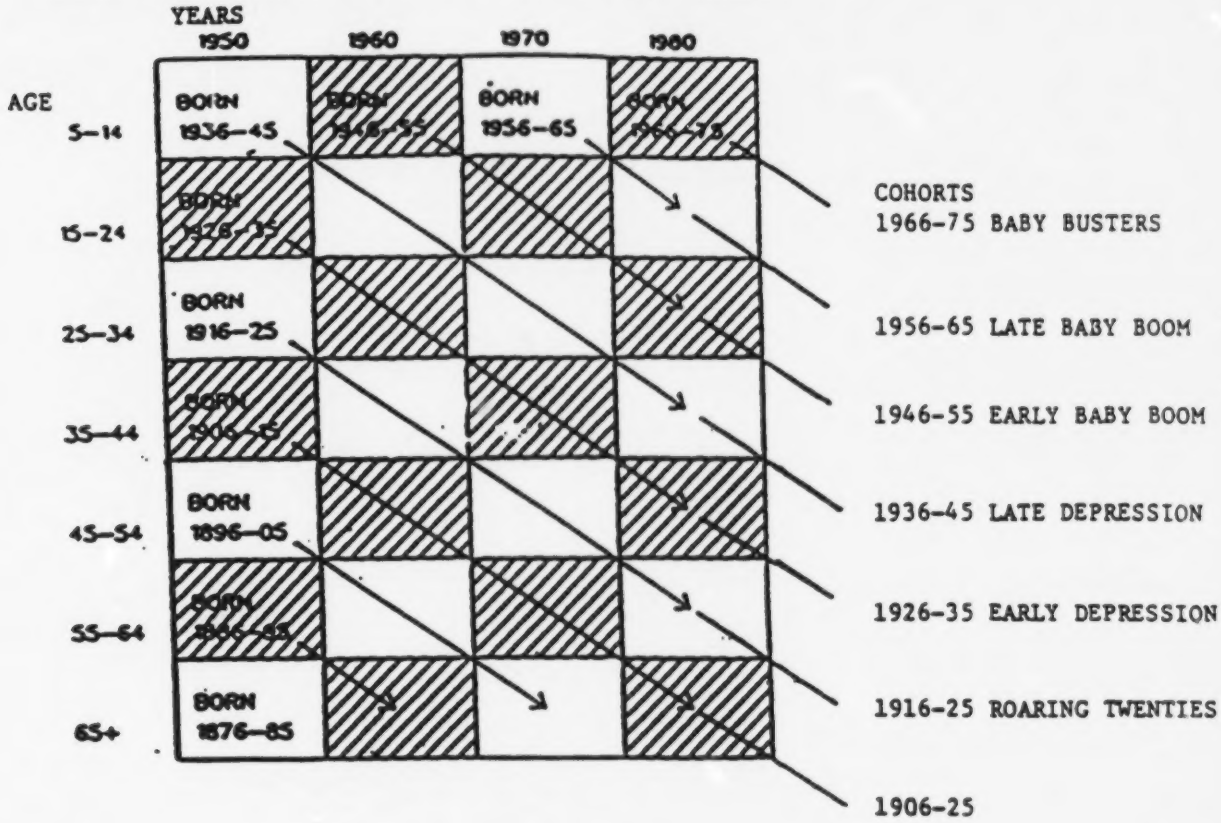
TABLE A: ANALYSIS OF TOTAL POPULATION

		1973	1983	Diff 1983 - 1973
COHORT:	7(1954-63)	54.2	45.8	-8.4
	6(1944-53)	52.9	51.2	-1.7
	5(1934-43)	44.4	43.1	-1.3
	4(1924-33)	46.3	41.8	-4.5
	3(1914-13)	42.6	38.1	-4.5
	2(1904-13	37.9	31.2	-6.7
	1(1894-1903)	33.0	28.6	-4.4
TOTAL		44.6	43.5	-1.1

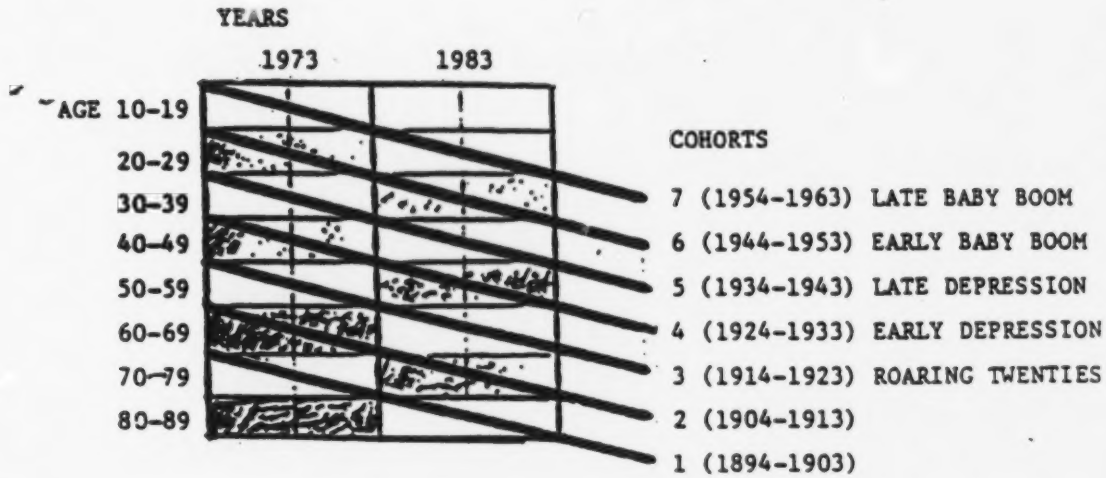
TABLE B: ANALYSIS OF PERSONS WITH 13+ (13-20) YEARS OF EDUCATION

		1973	1983	Diff 1983 - 1973
COHORT:	7(1954-63)	50.0	52.0	+2.0
	6(1944-53)	66.5	61.6	-4.9
	5(1934-43)	57.9	57.1	-0.4
	4(1924-33)	62.6	57.8	-4.8
	3(1914-13)	60.7	50.8	-9.9
	2(1904-13	46.2	41.6	-4.6
	1(1894-1903)	48.7	41.4	-7.3
TOTAL		60.5	55.7	-4.8

YEARS AND AGES IDENTIFIED ON CENSUS TABLES



YEARS AND COHORTS (BIRTH YEAR) IDENTIFIED ON "X" TABLES



CLASS EXERCISE: CENSUS STATUS MEASURES

I. ALL TEAMS: Black-Nonblack Comparisons on 1980 Status Measures

Compute and compare the following 1980 measures for Blacks and Nonblacks.

Measure	File	Blacks	Nonblacks	Diff
A. Percent College Graduates (among persons 25+ years)	EDUCATN			
B. Percent High School Graduates (among persons 25+ years)	EDUCATN			
C. Percent Enrolled in School (among persons 25+ years)	ENROLLMENT			
D. Unemployment Rate (males, 16+)	EMPEDBM EMPEDWM			
E. Unemployment Rate (females, 16+)	EMPEDBF EMPEDWF			
F. Percent Not in Labor Force (males, 16+)	EMPEDBM EMPEDWM			
G. Percent Not in Labor Force (females, 16+)	EMPEDBF EMPEDWF			
H. Percent White Collar Workers (males, 16+)	EMPEDBM EMPEDWM			
I. Percent Blue Collar Workers (males, 16+)	EMPEDBM EMPEDWM			
J. Percent Service Workers (females, 16+)	EMPEDBF EMPEDWF			

Census Status Measures

II. TEAM ASSIGNMENTS

Each team will do separate analyses for black-nonblack comparisons on different measures. Each team will collect statistics for 4 years, 1950, 1960, 1970, 1980 on each measure and produce bar graphs (using Microsoft-Chart) that compare blacks and nonblacks across the four years.

Black-Nonblack Comparisons for:

TEAM 1: Plot 1: Percent College Graduates (males)
Plot 2: Percent College Graduates (females)

TEAM 2: Plot 1: Percent High School Graduates (males)
Plot 2: Percent High School Graduates (females)

TEAM 3: Plot 1: Male Unemployment Rate
Plot 2: Female Unemployment Rate

TEAM 4: Plot 1: Proportion Not in Labor Force (males)
Plot 2: Proportion Not in Labor Force (females)

TEAM 5: Plot 1: Percent White Collar Workers (males)
Plot 2: Percent White Collar Workers (females)

TEAM 6: Plot 1: Percent Blue Collar Workers (males)
Plot 2: Percent Service Workers (females)

TEAM HOMEWORK EXERCISE: RACE AND STATUS

Each team will investigate their assigned question by analyzing one or more data sets on the Chipendale disks, and by providing bar chart comparisons. The data sets, charts, and analysis strategy will be decided by the team today. The team will make a 5-10 minute class presentation next Wednesday (in our Mason Hall classroom) and use these results in a write-up, to be prepared after the spring break. For next week's presentation, each team should prepare a simple one-page outline to pass out to the class, and select their two most effective charts, to illustrate in class. The team should save all of their Chipendale printouts and all of their charts (in a Mac Folder) to use and hand in later.

Questions

TEAM 1: In Blacks and Whites: Narrowing the Gap (1984), it is argued that education is one measure on which, over the last few decades, there has been a steady convergence among the races. What evidence do you find to support or refute this view?

a. To what degree is there a convergence? Are blacks catching up to whites at all educational levels? Do the trends you observe support the optimistic view regarding the status of blacks expressed by such writers as William Wilson in The Declining Significance of Race (1978)? Or do your results indicate that further gains have to be made before such optimism is justified?

b. How does a cohort perspective add to our understanding of race differences in educational trends? Given data for several census years (1950-1980) which age group would you focus on to get the best idea of recent educational trends by race? Which cohort(s) exhibits the greatest gain in educational attainment for blacks? What historical factors do you think are responsible for this?

Race and Status

TEAM 2: The evaluation of black status in Blacks and Whites: Narrowing the Gap (1984) indicates that of all status measures, black unemployment patterns have fared the worst in the post World War II period.

a. Examine the unemployment patterns for black and white men since the 1950s. Does unemployment among certain age groups rise more drastically than among others over time? Does this differ by race?

b. Do certain cohorts fare worse than others in their unemployment experience? Do you think this is related to cohort size or were these people affected by economic conditions of the time, or both? How do blacks and whites compare: is the impact greater on black unemployment than on white unemployment?

TEAMS 3, 4, AND 5: In the 1960s, the United States experienced both the Civil Rights Movement and the Women's Movement. It has been a matter of social, political, and economic interest since then whether blacks and/or women have made significant gains in education, occupation, and employment as a result.

For the measure assigned to your team (see below), examine the trends by age groups on this measure for black men, black women, white women, and white men since the 1950s. Which group has made the most significant gains? Which group is the most disadvantaged? What social and economic forces do you think have been responsible for the patterns you observe?

TEAM 3: EDUCATN

TEAM 4: OCCUPATN

TEAM 5: EMPLOYMENT

(Note: This exersize serves to illustrate the "Whatif?" standardization feature available with Chip2)

What is the Relationship between RACE --> POVERTY* while CONTROLLING FOR FAMILY TYPE?

Use FAMPOV

RACE	POVERTY: <1	1-1.5	1.5+	Total
BLACK	26.4	14.1	59.9	100.0
NONBLACK	7.7	7.3	85.1	100.0

RACE	HHTYPE: HW	MALE	FEMALE	Total
BLACK	57.0	5.9	37.0	100.0
NONBLACK	85.8	3.1	11.1	100.0

HHTYPE	POVERTY: <1	1-1.5	1.5+	Total
H-W	6.1	6.8	87.1	100.0
MALE	11.4	10.0	78.6	100.0
FEMALE	30.3	14.6	55.1	100.0

Is Race Related to Poverty?

Is HHtype Related to Poverty?

Is Race Related to Poverty Because of HHtype?

Look at RACE --> POVERTY Controlling on HHtype

		H-W Households Poverty <1	1-1.5	1.5+			Male-Head HHs Poverty <1	1-1.5	1.5+			Female-Head HHs Poverty <1	1-1.5	1.5+	
RACE	BLACK	14.1	12.1	73.9	100	B	19.4	16.7	63.9	100	B	46.5	16.8	36.7	
	NONBLACK	5.5	6.4	88.1	100	N	9.7	8.5	81.8	100	N	24.1	13.7	62.2	

Now, is RACE related to POVERTY because of HHtype?

What is RACE --> POVERTY Relationship when Standardizing on HHtype?

Assumes that both Blacks/Whites have Nonblack HHtype distribution

Use WHATIF with NONBLACK HHtype

RACE	Poverty <1	1-1.5	1.5+	Total
BLACK	17.9	12.6	69.5	100
NONBLACK	7.7	7.2	85.1	100

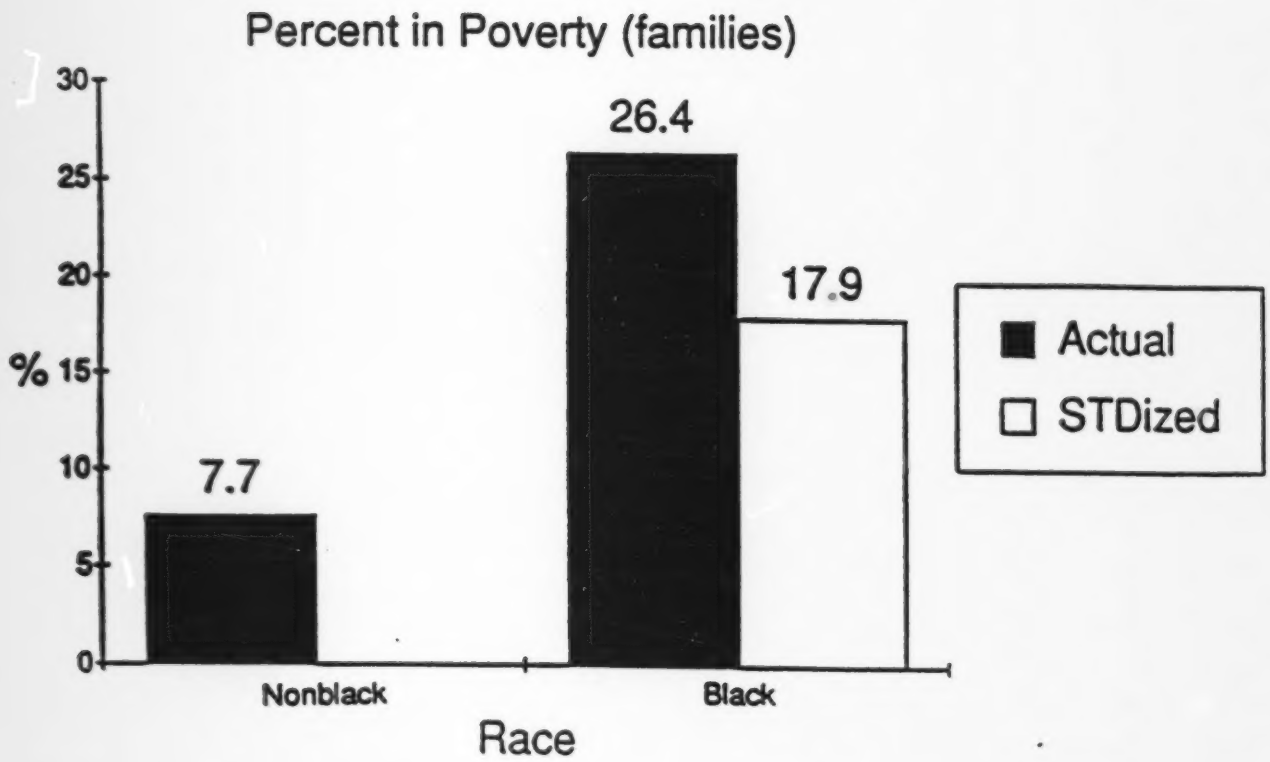
Assumes that both Blacks/Whites have Black HHtype distribution

Use WHATIF with BLACK HHtype

RACE	Poverty <1	1-1.5	1.5+	Total
BLACK				100
NONBLACK				100

*Ratio of Family Income to Poverty Income, where "<1.0" indicates family income below the poverty income

Race, Family Type, Poverty



TEAM HOMEWORK EXERCISE: POVERTY, GENDER, STATUS

The following assignments give each team a general question to investigate with several suggested data sets. For each question, the team is free to develop its own approach toward data analysis (criterion measures, group comparisons, etc.), graphic presentation (bar graphs, pie charts, etc.), and interpretation of the data. Some analyses will involve evaluating trends (changes over time). Other analyses involve comparisons of groups in 1980 only.

In the trend analyses, we would like you to follow the general approach taken in earlier exercises: that is, to show how specific cohorts have introduced changes over time. You may also want to identify period influences on each change (that is, to what extent do changes, in a given period, affect all cohorts). Finally, where appropriate, we would like you to "control" your comparisons for appropriate variables. (For example, the comparison of male-female earnings differences might control for level of education or occupation.)

In selecting your comparisons, and in interpreting your results, we want you to make reference to some of the issues and explanations covered in class and in the readings.

This week: Work with teams to prepare outline of presentation

Next week: Team presentations and written reports.
(Limit: 6 charts per presentation)

Written report should be 5-6 pages of text in addition to charts and tables. Also, make "computer folders" of all charts ready to copy.

TEAM 1: TREND ANALYSES How have household types and household sizes changed for nonblacks and blacks between 1970 and 1980? Are they consistent with 1950-1980 changes in living arrangements? To what extent are family type differences between blacks and nonblacks related to poverty differences between blacks and nonblacks?

Suggested Files: HHTYPE, HHED, RELSHIPF, HHSIZE, FAMPOV

Suggested Reading: Topic E - Bianchi and Spain, and O'Hare

TEAM 2: TREND ANALYSES How have women's marital patterns and living arrangements (relationship to household head) changed over the decades between 1950-1980? Discuss, separately, the experience of nonblack women? of black women? Then discuss black-nonblack differences.

Suggested Files: RELSHIPF, MARITAL

Suggested Readings: Topic E - Bianchi and Spain

TEAM 3: TREND ANALYSES For nonblacks, discuss how women's education and labor force participation have improved over the decades between 1950-1980. How has this affected male-female differences on these measures?

Suggested Files: EDUCATION OCCUPTN, EMPEDWF, EMPEDWM

1980 ANALYSES How different are nonblack men's and women's earnings when controlled for: age, education, and part-time/full-time work status.

Suggested Files: WORK8 files

Suggested Reading: Topic F - Bianchi and Spain

TEAM 4: Same as Topic 3, for Blacks.

TEAM 5: TREND ANALYSES How have male-female differences in occupations changed between 1950-1980? Analyze blacks and nonblacks separately.

Suggested Files: OCCUPTN

1980 ANALYSES How different are men's and women's occupations for full-time workers when controlling for age and education? Analyze blacks and nonblacks separately.

Suggested Files: WORK8 files

Suggested Reading: Topic F - Bianchi and Spain.

III. COURSE DATA SETS

A. *LIST OF FILES ON FREYCENS DISK*

IN ALPHABETIC ORDER:*

CHILDREN
EDINCBF
EDINCBM
EDINCWF
EDINCWM
EDOCCBF
EDOCCBM
EDOCCWF
EDOCCWM
EDUCATN
EMPEDBF
EMPEDBM
EMPEDWF
EMPEDWM
ENROLLMT
FAMPOV78
FMSIZE78
HHED78
HHSIZE78
HHTYPE78
MARITAL
OCCINCBF
OCCINCBM
OCCINCWF
OCCINCWM
OCCUPATN
POPULTN
RELSHIPF
RELSHIPM
WORK7
WORK7-25
WORK7-35
WORK7-45
WORK8
WORK8-25
WORK8-35
WORK8-45

GENERAL FILES
(include all years, both races, most ages)

CHILDREN
EDUCATN
ENROLLMT
MARITAL
OCCUPATN
POPULATN
RELSHIPF
RELSHIPM

OTHER FILES
(for specific subgroups or years)

For example:

Files ending in "BF"
  pertain to Black Females
Files ending in "-25"
  pertain to ages 25-34
Files ending in "78"
  pertain to years 1970 and 1980
Files ending in "8-35"
  pertain to ages 35-44 in year 1980

*On the MacIntosh, click-on the filename listed above.
On the IBM PC, put the FREYCENS disk in the "b" drive and access the file (e.g., *CHILDREN*) as follows:

**These data files are accessed with the Chipendale software which is available from Zeta Data, 25 Haskins Road, Hanover, NH 03755.

B. FREYCENS FILES: DESCRIPTIONS AND VARIABLES

CHILDREN

CHILDREN EVER BORN for women age 15+ (1/10000 SAMPLE), Frey/U-MICH

year	->	race	->	age	->	child
4	x	2	x	6	x	8

N = 29995

EDINCBF

EDUCATION BY INCOME for black female (1/1000 sample), Frey /U-MICH

Year	->	Age	->	Educ	->	Inc
4	x	6	x	4	x	5

N = 12011

EDINCBM

EDUCATION BY INCOME for black male (1/1000 sample), Frey/U-MICH

Year	->	Age	->	Educ	->	Inc
4	x	6	x	4	x	5

N = 15316

EDINCWF

EDUCATION BY INCOME for white females(1/10000 SAMPLE), Frey/U-MICH

year	->	age	->	educ	->	inc
4	x	6	x	4	x	5

N = 9388

EDINCWM

EDUCATION BY INCOME for white males(1/10000 SAMPLE), Frey/U-MICH

year	->	age	->	educ	->	inc
4	x	6	x	4	x	5

N = 16835

EDOCCBF

EDUCATION BY OCCUPATION for black female (1/1000 sample), Frey/U-MICH

Year	->	Age	->	Educ	->	Occ
4	x	6	x	4	x	4

N = 12020

EDOCCBM

EDUCATION BY OCCUPATION for black male (1/1000 sample), Frey/U-MICH

Year	->	Age	->	Educ	->	Occ
4	x	6	x	4	x	4

N = 15334

EDOCCWF

EDUCATION BY OCCUPATION for white females, (1/10000 SAMPLE), Frey/U-MICH

year	->	age	->	educ	->	occ
4	x	6	x	4	x	4

N = 9428

EDOCCWM

EDUCATION BY OCCUPATION for white males, (1/10000 SAMPLE), Frey/U-MICH

year	->	age	->	educ	->	occ
4	x	6	x	4	x	4

N = 16884

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EDUCATW

EDUCATION (1/10000 SAMPLE, SAMPLE PERSONS), Frey/U-MICH

year	->	race	->	sex	->	age	->	educ
4	x	2	x	2	x	5	x	6

N = 42881

EMPEDBF

EMPLOYMENT BY EDUCATION for black female (1/1000 sample), Frey/U-MICH

Year	->	Age	->	Emp	->	Educ
4	x	6	x	3	x	4

N = 28791

EMPEDBM

EMPLOYMENT BY EDUCATION for black male (1/1000 sample), Frey/U-MICH

Year	->	Age	->	Emp	->	Educ
4	x	6	x	3	x	4

N = 24768

EMPEDWF

EMPLOYMENT for white females, (1/10000 SAMPLE) Frey/U-MICH

year	->	age	->	emp	->	educ
4	x	6	x	3	x	4

N = 25267

EMPEDWM

EMPLOYMENT for white males, (1/10000 SAMPLE), Frey/U-MICH

year	->	age	->	emp	->	educ
4	x	6	x	3	x	4

N = 23417

ENROLLMT

ENROLLMENT (1/10000 SAMPLE), Frey/U-MICH

year	->	race	->	sex	->	age	->	enroll
4	x	2	x	2	x	3	x	2

N = 33093

FAMPOV78

Household Type by Poverty status, household heads in families (1/10000 SAMPLE), Frey/U-MICH

year	->	race	->	age	->	HHtype	->	pov
2	x	2	x	6	x	3	x	3

N = 11013

FMSIZE78

Household size, all household heads that are in families (1/10000 SAMPLE), Frey/U-MICH

year	->	race	->	age	->	HHsize
2	x	2	x	6	x	5

N = 11011

HHED78

Household Type by Education, all household heads (1/10000 SAMPLE), Frey/U-MICH

year	->	race	->	age	->	HHtype	->	ed
2	x	2	x	6	x	4	x	3

N = 14390

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HHSIZE78
Household size, all household heads (1/10000 SAMPLE), Frey/U-MICH

year	->	race	->	age	->	HHsize
2	x	2	x	6	x	5

N = 14394

HHTYPE78
Household type, all household heads (1/10000 SAMPLE)

year	->	race	->	age	->	HHtype
2	x	2	x	6	x	4

N = 14387

MARITAL
MARITAL STATUS for age 15+ (1/10000 SAMPLE), Frey/U-MICH

year	->	race	->	sex	->	age	->	marital
4	x	2	x	2	x	6	x	5

N = 55121

OCCINCBF
OCCUPATION BY INCOME for black female (1/1000 sample), Frey/U-MICH

Year	->	Age	->	Occ	->	Inc
4	x	6	x	4	x	5

N = 12014

OCCINCBM
OCCUPATION BY INCOME for black male (1/1000 sample), Frey/U-MICH

Year	->	Age	->	Occ	->	Inc
4	x	6	x	4	x	5

N = 15301

OCCINCWF
OCCUPATION BY INCOME for white females (1/10000 SAMPLE), Frey/U-MICH

year	->	age	->	occ	->	inc
4	x	6	x	4	x	5

N = 9397

OCCINCWM
OCCUPATION BY INCOME for white males (1/10000 SAMPLE), Frey/U-MICH

year	->	age	->	occ	->	inc
4	x	6	x	4	x	5

N = 16845

OCCUPTN
OCCUPATION (1/10000 SAMPLE), Frey/U-MICH

year	->	race	->	sex	->	age	->	occ
4	x	2	x	2	x	6	x	4

N = 29053

POPULATN
POPULATION (1/10000 SAMPLE), Frey/U-MICH

YEAR	->	RACE	->	SEX	->	AGE
4	x	2	x	2	x	8

N = 75986

RELSHIPF
RELATIONSHIP TO THE HOUSEHOLD HEAD, FEMALES (1/10000 SAMPLE), Frey/U-MICH

year	->	race	->	age	->	relation
4	x	2	x	8	x	6

N = 38837

RELSHIPM
RELATIONSHIP TO THE HOUSEHOLD HEAD, MALES (1/10000 SAMPLE), Frey/U-MICH

year	->	race	->	age	->	relation
4	x	2	x	8	x	6

N = 36994

WORK7
1970 fulltime employed workers, age 16+. Frey/U-MICH

Race	->	Sex	->	Ed	->	Occ	->	Earn
2	x	2	x	4	x	4	x	7

N = 634075

WORK7-25
1970 fulltime employed workers, age 25-34. Frey/U-MICH

Race	->	Sex	->	Ed	->	Occ	->	Earn
2	x	2	x	4	x	4	x	7

N = 140043

WORK7-35
1970 fulltime employed workers, age 35-44. Frey/U-MICH

Race	->	Sex	->	Ed	->	Occ	->	Earn
2	x	2	x	4	x	4	x	7

N = 137750

WORK7-45
1970 fulltime employed workers, age 45-54. Frey/U-MICH

Race	->	Sex	->	Ed	->	Occ	->	Earn
2	x	2	x	4	x	4	x	7

N = 141162

WORK8
1980 fulltime employed workers, age 16+. Frey/U-MICH

Race	->	Sex	->	Ed	->	Occ	->	Earn
2	x	2	x	4	x	4	x	7

N = 749985

WORK8-25
1980 fulltime employed workers, age 25-34. Frey/U-MICH

Race	->	Sex	->	Ed	->	Occ	->	Earn
2	x	2	x	4	x	4	x	7

N = 223071

WORK8-35
1980 fulltime employed workers, age 35-44. Frey/U-MICH

Race	->	Sex	->	Ed	->	Occ	->	Earn
2	x	2	x	4	x	4	x	7

N = 158968

WORK8-45
1980 fulltime employed workers, age 45-54. Frey/U-MICH

Race	->	Sex	->	Ed	->	Occ	->	Earn
2	x	2	x	4	x	4	x	7

N = 133638

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